

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2:19 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Sheldon ISD	101924			
Vendor ID #	ESC Region #			
69381	4			
Mailing address		City	State	ZIP Code
11411 C. E. King Parkway		Houston	TX	77044
Primary Contact				
First name	M.I.	Last name	Title	
Brenda		Dearmon	Director of Federal Prog/Grants	
Telephone #	Email address		FAX #	
281-831-5398	Brendadearmon@sheldonisd.com		281-727-2034	
Secondary Contact				
First name	M.I.	Last name	Title	
Abraham		George	Chief Academic Officer	
Telephone #	Email address		FAX #	
281-727-2021	abrahamgeorge@sheldonisd.com		281-727-2090	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name King	M.I.	Last name Davis	Title Superintendent of Schools
Telephone # 281-727-2006		Email address kingdavis@sheldonisd.com	FAX # 281-727-2085
Signature (blue ink preferred) 		Date signed 2/1/18	

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101924

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The campuses to be served using these funds will include Monahan Elementary and Royalwood Elementary.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Sheldon ISD is applying for the available grant funds because many of our students and their families lack adequate funds to acquire needed learning technology as well as access to the internet to support learning at home. The goal of the Technology Lending Program is to expand learning opportunities beyond the school day using electronic instructional resources. This process will be the catalyst having a positive impact on student engagement and academic performance. A pilot technology lending program was facilitated at the Sheldon Early College High School and was later expanded to the comprehensive high school and the two middle schools after demonstrating academic success of a "Flipped Classroom" model based on district data reports. The "Flipped Classroom" model engages students through various learning styles, enhances instruction in the classroom, engages students and staff with ethical use of technology and digital citizenship, offer home computer/internet accessibility/connectivity for digital content, and support collaboration between teachers and students. Therefore, through the use of the grant funds, Sheldon ISD proposes to continue the expansion process by implementing the "Flipped Classroom" model to students in grades 4 and 5.

Budget: The budget was created through a collaborative effort by the Director of Technology, Director of Innovative Programs, campus principals, and the Director of Federal Programs/Grants. The funds will cover the cost of approximately 300 devices and internet access for an estimated 80 homes to support the "Flipped Classroom" model for student use at the two elementary campuses.

Relationship of Demographics to Purpose and Goals of the Grant: The two elementary campuses consist of 1,295 students comprised of the following demographic population: 71% Hispanic, 21% African American, 6% White, and 2% other with 80.8% economically disadvantage and 35% LEP. The district's poverty rate based on students ages 5-17 is 32% according to the latest census data. As a result, the students to be served by the grant are from an under-represented population preventing them from receiving equal access to electronic instructional materials as students in more affluent communities where additional funding is not warranted. The program will allow the campuses to purchase the much needed devices to implement a "Flipped Classroom" exploring various electronic instructional materials to improve student academic performance in English language Arts and mathematics with a focus on English Language Learners.

Needs Assessment Process: Each school year, the district-level committee uses feedback from surveys and evaluative instruments to develop, evaluate, and revise the District Improvement Plan for the purpose of improving performance for all student demographic populations. An evaluation of programs, initiated at the district level, is also facilitated to determine the overall effectiveness towards student achievement. This model was designed by the district administrative team with input from campus principals. Each campus site-based team is expected to replicate this process to identify strengths and weaknesses that will lead to determining which programs to continue, which programs to modify and adjust, and lastly, which programs to discontinue. The site-based team consists of campus administrators, teachers, staff, parents, and/or community members.

Management Plan: Each campus will select a lead teacher to closely manage and monitored the implementation process under the direction of the campus principal. The lead teacher will assist in the implementation process providing direct support to teachers participating in the "Flipped Classroom" model, conduct monthly maintenance checks on all devices, create a student check out/in system, and prepare quarterly reports to be submitted to the campus principal and the Director of Federal Programs/Grants. All issues and concerns will be reported to the principal in a timely fashion to ensure program success. The Director of Innovative Programs will communicate with the campus principals on a regular basis to determine additional professional development needs of participating teachers.

Evaluation of Program: The lead teacher will assist the campus principal in the collection of the following data elements: curriculum based assessment results, STAAR results, student attendance records, promotion rate, discipline files, student check out/in logs, internet access logs, and survey information completed by teachers, parents, and

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

students each semester. The team will use the data to complete a SWOT (Strengths, Weaknesses, Obstacles, and Targets) Analysis response sheet to assist with making recommendations to ensure program quality. The results and recommendations will be presented to the campus site-based team on each campus as well as the Director of Federal Programs/Grants to ensure adequate monitoring and progress is being made to achieve the projected goal of increasing academic achievement in English Language Arts and mathematics by 3% each school year.

Address of statutory requirements: The two participating campuses have a limited supply of devices for classroom use which will not support a high quality lending program. The grant funds will be used to cover the cost of approximately 300 devices and internet access for an estimated 80 homes to support the "Flipped Classroom" model." The campus lead teacher will assist in maintaining the inventory of all devices, conducting the monthly maintenance checks, and collecting the necessary data to gauge progress in attaining the desired goals. The Director of Federal Program/Grants will establish a monitoring process to ensure compliance to all statutory requirements. The site-based team will continue to pursue other opportunities for securing funds to support our efforts.

District Technology Plan 2016-2019:

Sheldon ISD submits a copy of the district's technology plan to the Texas Education Agency via the eplan system on a yearly basis to comply with the TEA guidelines. The new process now requires districts to submit plans to their Education Service Center. Therefore, Sheldon ISD provided a copy of the district's technology plan to the Region 4 Education Service Center for approval. The plan can also be located on the district's website at www.sheldonisd.com under "Required Documents."

TEA requirements: The district established a Technology Lending Grant Design Team to review all TEA requirements regarding the implementation of the lending program. The team consists of the Director of Federal Programs/Grants, Director of Innovative Programs, the campus principals, and the lead teacher from each of the two campuses. The team determined how each requirement will be addressed to ensure overall program effectiveness and to adhere to all required guidelines. The team will convene quarterly to review the expectations of the grant requirements. The campus lead teacher will be responsible for ensuring all devices are carefully inventoried (including serial numbers) tagged appropriately with campus name, and receives regular maintenance to maximize the overall use of the equipment. Their role will also entail the development of a Student Technology Lending Program Packet to include parent/guardian and student lending agreement addressing insurance, responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet that will be an expansion of the existing District Acceptable use Policy for students. They will ensure student participating in the lending program will demonstrate grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. The Director of Federal Programs/Grants will establish a monitoring process to ensure compliance to all TEA requirements.

Conclusion: Sheldon ISD is committed in meeting the academic needs of all students by providing personalized learning opportunities for "ALL" students. We will continue to monitor the academic needs of the students participating in the program and continue to seek funding to offer additional academic support to ensure overall academic success. Sheldon ISD currently has a partnership with A T & T that assisted with internet access for the secondary campuses. Comcast has been a strong supporter by collaborating with other entities in an effort of offering a discounted cost for internet services for students receiving free and reduced lunches.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101924			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$26,500	\$0	\$26,500
Schedule #9	Supplies and Materials (6300)	6300	\$73,500	\$0	\$73,500
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$100,000	\$0	\$100,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$0	\$100,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$15,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Hotspots/Internet services for at home use for participating students	\$26,500
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$26,500
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$26,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101924		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: 300 Devices	\$73,500
Grand total:		\$73,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101924		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	428	80%	Total based on 4 th and 5 th grade students only
Limited English proficient (LEP)	234	44%	Total based on 4 th and 5 th grade students only
Disciplinary placements	1	0%	Total based on 4 th and 5 th grade students only
Attendance rate	NA	97.1%	Total based on 4 th and 5 th grade students only
Annual dropout rate (Gr 9-12)	NA	DNA%	DNA

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					269	267								536

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process - Each school year, the campuses conduct their yearly comprehensive needs assessment facilitated by the site based decision-making committee which consists of campus administrator(s), teachers, parent, community member, and/or business partner. A summary of the collected data is carefully analyzed to identify strengths that enhanced the valued "teaching-learning" process and the circumstances that detracted from the same process. The data include state assessments, curriculum-based assessments (benchmarks), teacher-made assessments, most recent state (TAPR) report, and surveys. The results show the implementation of strategies that focus on student engagement, college readiness, and overall student performance. Having computer and internet access in the home can support these efforts and increase students' grades and test scores. The article "Computer Technology" featured in the magazine "The Future of Children" (page 123) referenced a link between computers and internet access in the home to better academic performance. The data in table #1 reflects such results supporting the need for a technology lending program at the elementary level especially since a large majority of our students were impacted by Hurricane Harvey losing everything they own. One of the participating campuses also suffered extensive damage due to the impact of Hurricane Harvey.

Prioritization of Needs - The district established a "Bring Your Own Device Program" for students to participate in using electronic instructional materials; however it posed some barriers of limited internet access and the inconsistency of availability to access instructional resources. It has become evident that a more consistent program is necessary after examining the following data: STAAR results in English Language Arts and mathematics, District curriculum-based assessment data, discipline files, attendance records, promotion rates, the number of students without access to appropriate devices to support learning from school to home, and student access to internet services in the home. The required data was collected at the end of each semester and reviewed and analyzed by the designed team to determine strengths, weaknesses, obstacles, and targets for improvement. Thus, based on the available data, Monahan Elementary and Royalwood Elementary were identified as having the greatest need for participating in this grant opportunity. The results for the two campuses indicate a need for supporting students in the areas of English Language Arts (ELA) and mathematics with a primary focus on the English Language Learners (ELL) to establish a foundation for learning. (See table 1) The idea for the Bring Your Own Device Program must be enhanced with the lending grant to ensure student access to technology to attain the identified goal of increasing ELA and mathematics scores of all students especially ELL students. The projected outcome is an increase of 3% in ELA and mathematics semester grades and State assessment scores each school year.

Table 1 - 2017 STAAR DATA
Percentage of Sheldon ISD 4th & 5th grade students passing Reading/Writing/Math

	State			District			Campus			ELL		
	R	W	M	R	W	M	R	W	M	R	W	M
Sheldon ISD	76%	65%	82%	67%	56%	76%	—	—	—	—	—	—
Monahan Elem. Grades 4 & 5							64%	55%	73%	44%	43%	78%
Royalwood Elem. Grades 4 & 5							78%	63%	80%	64%	48%	90%

The data support the use of a lending program as a strategy having a positive impact on student performance especially for ELL students. This conclusion was drawn after reviewing the ELA and mathematics scores of students at the secondary level as they have implemented a lending program for the past four years. In order to facilitate the program with fidelity, we must make devices and internet access available to students with the greatest needs. The lack of devices and internet access continues to pose a barrier that can be removed with the grant funds, which can ultimately produce a greater impact on student achievement at the two elementary campuses. Participating in the lending program will make our students more competitive for the future job market and prepared for the culture of higher learning institutions.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase student academic passing rate in English Language Arts and mathematics with a primary focus on the English Language Learners	Students will have access to various electronic instructional materials and resources through a home/school connection that will support learning for struggling students as well as the English Language Learners.
2.	Increase teacher effectiveness to engage students in the academic process while impacting the learning by providing the necessary professional development for integrating technology via a "Flipped Classroom" model.	Teachers will be able to expand learning beyond the classroom walls using instructional learning materials via technology devices and digital learning resources. Teachers will have the ability to implement strategies and methods required to promote the integration of digital learning opportunities such as the "Flipped Classroom" model.
3.	Increase student access to electronic instructional materials and resources such as technology applications, interactive textbooks, google apps, Stem Scopes, etc.	The grant will provide internet access in the homes of approximately 80 students identified economically disadvantaged (low income) who otherwise could not afford the services while also providing technology devices to approximately 536 participants to facilitate the learning process.
4.	Increase student level of engagement by expanding learning time beyond the regular school day by incorporating the use of electronic devices as a learning tool.	Barriers would be removed providing students with access to internet service and a device to check out and to carry home allowing access to electronic instructional materials as well as to participate in the "Flipped Classroom" model. It will change students' access to instructional and intervention assistance which can be available 24/7.
5.	Increase percentage of students that are college ready through applying the Advancement Via Individual Determination (AVID) strategies to the instructional process through technology applications.	Students will gain experience working with various devices, digital resources, and instructional strategies that will prepare them for the modern-day expectations in higher education.

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Schedule #14—Management Plan

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Federal Progs	Dir of Federal Programs/Grants: Doctorate in Educational Leadership; 34 years of experience; 16 years managing/supporting grants at the district/campus levels; will coordinate implementation of the program, manage budgets, and ensure overall compliance.
2.	Director of Innovative Prog	Dir of Innovative Programs: Masters in Educational Leadership; 22 years of experience; will provide professional dev. for teachers/staff in tech apps, google apps, etc.; will provide technology support to campus lead teachers and librarians.
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Planning process	1. Prepare Student Tech Lending Program Packets	06/04/18	07/31/18
		2. Purchase devices and cases	06/04/18	07/31/18
		3. Contract with company for home internet access	06/04/18	07/31/18
		4. Structure of Prof. Learning Communities (PLC)	06/04/18	07/31/18
		5. Establish guidelines for lead teachers	06/04/18	07/31/18
2.	Professional development	1. Teacher training in the "Flipped Classroom" model	08/6/18	03/30/19
		2. Teacher training on electronic textbooks/resources	08/6/18	03/30/19
		3. Provide training in Google Apps for Education	08/6/18	03/30/19
3.	Curriculum integration	1. Assist teachers to develop TEKS based activities	08/6/18	08/23/19
		2. Teachers share lessons during PLCs	08/6/18	08/23/19
		3. Students demonstration of being digitally proficient	09/10/18	08/29/19
		4. Teacher record digital lessons for student access	08/6/18	08/23/19
4.	Program evaluation year 1	1. Monitor student performance and other measures	09/10/18	06/27/19
		2. Evaluate program effectiveness	10/26/18	08/06/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district uses curriculum-based assessment results as a benchmark to measure growth. Instructional coaches facilitate weekly Professional Learning Communities (PLCs) to assist teachers in interpreting the data. The teachers participate in collaborative dialogue to determine strengths and weaknesses as well as strategies to implement that will have a positive effect toward achieving the desired outcome. The Grade level team leaders also meet with their perspective departments/grade level teams weekly to discuss lesson planning, required instructional materials, best practices, task management as well as to provide moral support while striving to meet the daily challenge of focusing on the needs of all students. The grade level team leaders are also members of the site-based team which meets throughout the school year to review goals and objectives established based on the results of the comprehensive needs assessment. The site-based team uses a participatory system charging them to identify ways to achieve different and better results in meeting the needs of all students. When warranted, adjustments are made to the current plans to ensure the learning strategies outlined in the plan are tailored to the diverse population of students through the site-based decision making team. The site-based decision making team is an effective tool for establishing a two-way communication process between administrators, staff, parents, students, business partners, and community members. Site-based decision making is being proposed by many as a worthy "tool to increase student achievement" (Fulbright, 1988, p.5). Each campus team is required to hold a yearly parent meeting to communicate goals, objectives, testing data, results from the needs assessment, and how parents can become involved. The district hosts a yearly parent conference day during the first semester of the school year where parents and teachers meet one-on-one to discuss individual student progress. Parents are provided access to the "Parental Portal" where the students and the parents are able to view student's grades, assignments, attendance, etc. The parents also have access to the district's website for information purposes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Professional Learning Communities (PLCs) are an on-going process that has been in place for a number of years to facilitate collaborative dialogue among the instructional staff. This process will be one of the driving forces to maintain the structure of the program and to continue to expand it beyond the 4th and 5th grade students. The district is committed to the integration of technology and understands the importance of ensuring teachers and students are prepared for digital learning. To demonstrate their commitment, we have a Director of Innovative Programs to assist with the organizational aspects of the district technology program and STEM academies. This position connects with what is really happening on each campus and to support their efforts while advancing technology to the next level. The technology lending grant lead teacher, on each of the two elementary campuses, will meet each semester to collaborate on the improvement of processes and procedures. They will also meet to prepare reports and reflect on the collected data. The Director of Innovative Programs will offer additional instructional support, constructive feedback, and assistance in executing the action plans included in the District Technology Plan which includes the idea of expanding students' digital learning skills while using electronic instructional materials for maximum implementation. This position provides hands-on assistance that will directly impact the application of professional development in the area of technology within the classroom. The district offers technology training in August of each school year to keep teachers and administrators abreast of technology applications and best practices for impacting instruction. New teachers to the district participate in training in August of each year to acclimate them to the "Sheldon Way" which includes the technology infrastructure, programs, apps, and the goals and expectations of the district technology plan. The technology lending program will be designed to offer additional professional development at the beginning of the school year with follow-up sessions during the school year that are more prescribed to meet the needs of each individual teacher. The district is committed to maximizing the effectiveness of the grant funds that will support all classrooms and to establish learning environments that promote student achievement for all demographic populations.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assessment data results for all students	1.	STAAR results in ELA and mathematics
		2.	Data from online learning systems
		3.	Results from mini assessments administered each semester
2.	Student Evaluation	1.	Student reflections of the experience
		2.	Responses with an overall 3 or better on a Likert scale of 1 (low) to 5 (high)
		3.	Student portfolios
3.	Parent Evaluation	1.	Parent reflections of the experience
		2.	Responses with an overall 3 or better on a Likert scale of 1 (low) to 5 (high)
		3.	
4.	Professional development	1.	Teacher survey results of professional development
		2.	Teacher responses from professional learning communities
		3.	Teacher reflection on support and implementation processes
5.	Internet usage data	1.	Internet usage summary report provided by internet provider
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending grant lead teacher on each campus will be responsible for collecting the necessary data that will have an impact on program effectiveness. The data will be prepared in order to conduct a self-assessment to ensure program quality and to increase overall probability of attaining desired goals. The data will be compiled and presented to the site based team on each campus charged with the task of monitoring program components by reviewing pertinent data identifying strengths, areas requiring improvement, and offering recommendation for program quality. The site based team consists of administrators, teachers, staff, parents, and/or business and a community representative. We will use a participatory approach where all members have equal representation as they explore ways to improve the overall program. The site based team will convene quarterly to review the data sets for program evaluation purposes. The committee will determine goal attainment and areas for improvement. The Director of Federal Programs/Grants will attend the site based team meetings to review results, processes, and procedures to assist in identifying and correcting any problems or issues associated with the delivery of the project. The Director of Federal Programs/Grants will also provide program support and guidance to ensure all TEA and statutory guidelines are adhered to as described in the grant. The results will also be shared with the District's Administrative Team for continuous district support. The Director of Federal Programs/Grants and the Director of Innovative Programs will be expected to prepare a yearly update regarding program implementation to be presented to the Sheldon ISD Board of Trustees and/or the district leadership team.

The data collected and reviewed by the team will not only include academic performance results, it will also include a quarterly report indicating the number of students checking out the devices, the frequency, as well as a report on routine maintenance of the devices and their overall care.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, we have one Chromebook cart with 24 Chromebooks to be shared by the entire 5th grade team at Monahan Elementary and Royalwood Elementary. This equates to trying to provide services to an average of 134 students at both campuses. We received these devices at the beginning of the 2017-18 school year. These devices were purchased with district technology funds and the plan is to add one more cart each year to each campus as long as the funds are available. Our district goal is to have 1:1 Chromebook access for all of our 4th and 5th grade students in the next 2-3 years. This grant will help us get closer to that goal by helping us provide more devices to more students sooner and continue to integrate technology and flipped learning for our elementary students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program Grant would assist Sheldon ISD in the process of meeting the current district technology mission, address target key areas of need, and promote specific planned strategies stated in the Sheldon ISD Technology Plan whereas a copy has always been forwarded to the Texas State Board of Education via the Texas eplan system. Sheldon ISD District Technology Plan 1.2.5 states that all students will have access to and select the appropriate technology to access, process, and convey information. Therefore, the Technology Lending Program Grant will:

1. Allow Sheldon ISD to support various learning styles, enhance instruction in the classroom, engagement of students and staff with ethical use of technology and digital citizenship, offer home computer/internet accessibility/connectivity for digital content, and support collaboration between teachers and students.

2. Address several key areas of concern: a. Address the need of improvement - upon productivity (using classroom technology integration), student mastery of technology applications at school and at home, and increased use of customized web based student learning activities/student learning systems; b. Address the need of improvement - District's lack of digital devices per student, along with the lack of scheduled access to student online learning; and c. Address the need of improvement – District's lack of professional development focusing on Technology Integration, meeting the SBEC Technology Application Standards, and online teacher and student resources/content.

Our mission and goals for the district technology plan is to also continue to instill 21st century skills in our students so they can be productive in a 21st century workforce. Our ultimate goal is to be a 1:1 district where we provide quality professional development to our teachers so that they can facilitate the learning when using technology to support the curriculum in the classrooms daily. This grant will allow us to not only increase our number of devices to move us closer to our 1:1 goal; but, also begin our plan to incorporate the "Flipped Classroom" learning model in the 4th and 5th grade classrooms and extend the learning beyond the school day with the availability of devices and internet access that follows the students home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are considering two options for providing internet access to the homes of our students that participate in the 4th and 5th grade "Flipped Classroom" program model. The first option is to acquire a contract with a provider to offer "hot spots" to each student that requires internet access to accompany their device when they take it home. The second option is to arrange for internet access for the homes of our students through an identified vendor for all families that qualify for a special rate due to their financial status which is tied to the free and/or reduced lunch program status at school. Currently, 80% of the 4th and 5th grade students at the two identified elementary campuses qualify for free and/or reduced lunch and this would be about the same number of students that would require assistance with internet access to participate in our Lending Grant Program if the funds are awarded.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program will support our current curriculum in several ways. Students will be able to engage in reading, writing, and math activities at school using technology as a way to create project based learning experiences. At home, students can use these devices to enhance their reading skills by using district and campus technology programs as practice such as Reading Plus, RAZ kids, etc. Allowing students greater access to the same technology at home and at school will eliminate some of the learning gaps that students experience. In addition, while at home, student will have access to digital lessons recorded by their teachers. Not only will this allow students to review academic skills, but it will also serve as a great resource for parents to utilize to support their children academically. It will also allow students convenient access to their teachers via internet communication systems while they are working at home. Students will be able to communicate with their classroom teachers while at home in an effort to access academic support as they are engaged in the learning process. It also affords students the opportunity to engage in collaborative dialogue with their peers. The lending program will also support our current instructional goals by providing students with a 21st century way of learning. We have observed the positive impact technology has had on student academic growth and development based on the program established at the secondary schools. Our goal is to expand the technology integration currently in place at the secondary campuses to the elementary level.

One of our classroom management goals in Sheldon ISD is to teach students how to make good decisions regarding their own behavior, in an attempt to prepare our students for their future college and/or career experiences. We will continue to support that goal through this lending program by modeling correct behavior for students and expecting students to take care of their device, to make good choices when it comes to how and why they're using their device, and to manage their time well at home and at school with regards to using the device. Just as we expect students to respect others and school materials within classrooms, we will continue setting those expectations for students while using their devices in school and at home.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Sheldon Early College High School has access to laptops to support the instructional program. Each student in grades 9-12 are assigned a laptop to facilitate the following activities: online courses for acceleration and credit recovery, online collaboration with peers and staff through Edmodo, use of applications such as Geo Sketchpad, My ITLAB, NearPod, research, guided and interactive instruction and formative assessment, etc. Teachers who instruct in the areas of English language arts and mathematics are taking advantage of this process. The comprehensive high school and the two middle schools offers the "Flipped Classroom" model where students use various devices to access learning videos produced by the classroom teacher. Students participate in collaborative dialogue concerning content presented and discussed in the classroom during the school day. This allow students the opportunity to gain clarification or additional information to successful complete the required task. The program provides students with access to electronic instructional materials to support the English language arts and math curriculum. The middle schools continue to offer a program for over-aged students titled "SPARK." The students participate in face to face instruction as well as work individually to complete online course work in an effort to recover credits which contributed to them lacking behind their fellow cohort.

The document, "Future Ready Schools: Building Technology Infrastructure for Learning" prepared by the U. S. Department of Education, p. 52. Retrieved from <http://tech.ed.gov>, supports our concept of Rolling Out the "Flipped Classroom" model one grade level and one campus at a time based on the unique needs and context of our district/campuses' student population.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a technology department that consists of a Director of Technology Infrastructure and computer technicians who are very capable of supporting the anticipated student use of the devices. There is an electronic process in place for staff to submit a request for hardware and software assistance through a program titled "Eduphoria." This will allow the team to track maintenance and repair tickets for hardware reliability.

The district also has a Director of Innovative Programs who has a vast amount of knowledge in technical and instructional technology support systems. They will provide additional assistance with the implementation of instructional resources through classroom modeling and district-wide and/or campus training opportunities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monahan Elementary and Royalwood Elementary will be the two elementary campuses participating in the Technology Lending Program. The campuses will facilitate two different "Flipped Classroom" models amongst the 4th and 5th grade students. The first model includes a class set of devices designated to four identified 4th and 5th grade classes on both campuses to be used on a daily basis (all year long) to implement the model currently utilized by the secondary campuses. Model #2 involves the remaining devices to be set up for the remaining 4th and 5th grade teachers to check out to conduct project based learning activities with their class on a rotating basis. The required date for all devices to be returned or checked in will be contingent upon the nature of the assignment or project as describe by the classroom teacher. However, the maximum allotted check out time will be two weeks. This process will increase the number of students participating in the home to school learning experience. The lead teacher will assist in the implementation process providing direct support to teachers utilizing both models of the "Flipped Classroom," conduct monthly maintenance checks on all devices, create and monitor the student check out/in system, and prepare quarterly reports for the site-based team. The check in and out process will involve the campus lead teacher and the campus librarian working collaboratively to ensure all devices are accounted for and remain in proper working condition. All devices will be inspected for basic operational functions on a monthly basis upon return to the library. As a means of tracking and securing the devices, the library circulation system, Destiny, will be used to facilitate this process. Destiny is the system currently used to regulate the circulation of the campuses library books, videos, and equipment such as televisions, cameras, and projectors. Information regarding the devices will be catalog by assigning a material number and creating a record in the Destiny system. The record will contain a description of the device including the serial number. A district barcode will be attached to the device to identify it as property of the specified campus. At this point, the device would be ready for check out.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for maintaining all equipment will be supported by a well-defined inventory process. The devices will be maintained by the lead teacher with support from the campus librarian. Each device will be coded and logged in the Destiny system. At the end of each school year, the devices will be inventoried to ensure 100% collection as well as to check the condition of each device to be conducted by the technology department. The district has established guidelines and procedures for lending technology devices to students in which the parents must read and sign the necessary forms prior to lending the device to individual students. The parent/student technology lending packet will consist of the following documents: A Device Insurance Agreement, A Device Repair Agreement, and a copy of the Device Insurance Application. Parents will have the opportunity to purchase protection insurance on their own. A meeting will be held to review the components included in the packet to ensure parents understand the policy and procedures and the overall responsibilities for the technology lending process. If devices are not returned in a timely fashion and if all guidelines and procedures are not adhered to by the parent/student based on the information provided in the Technology Lending Packet, the student(s) will not be allowed to check out a device in the future.

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